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ABSTRACT

This document provides guidelines for planning the physical facilities that house learning resources centers. Data for the report was collected over a 12-year period, with input from personnel at learning resources centers throughout California. Discussion is broken up into the following sections: (1) development of the guidelines, which includes information on space allocation, user stations, work space and service areas, materials, equipment and instructional services, and square footage per day-graded student; (2) guidelines for planning the learning resources center, including suggested apportionment and space relationships, as well as print, non-print and related instructional services; and (3) application of the guidelines, which provides self-appraisal instruments and techniques for assessment. Appended are background perspectives, as well as a graph and table illustrating the allocation of square feet computed on the basis of day-grade students. (AS)

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ED 424 878

FACILITIES GUIDELINES

FOR LEARNING RESOURCES CENTERS:

- PRINT
- NON-PRINT
- RELATED INSTRUCTIONAL SERVICES

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LEARNING RESOURCES ASSOCIATION OF THE CALIFORNIA COMMUNITY COLLEGES

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ACKNOWLEDGEMENTS

On behalf of the Board of Directors of the Learning Resources Association of California Community Colleges, I wish to acknowledge the untiring efforts of the Guidelines Committee and its chairman, William Grainger, over the past years.

Special thanks are due to Harriett Genung, who chaired the Committee for many years while serving as Dean of Educational Resources and Library Services at Mt. San Antonio College. Although retired, she has continued to assist the Guidelines Committee and during the past year has served as Editor-Consultant.

The LRACCC Board hopes that the California community colleges find these guidelines useful in planning the physical facilities, the print, the non-print, and related instructional services in the learning resources centers.

Donald G. Kirkorian, Ph.D.
Executive Director, LRACCC

MEMBER ORGANIZATIONS:

- California Library Association—Community College Librarian's Chapter
- Community College Media Association
- Northern California Community College Computer Consortium
- Northern California Telecommunications Consortium
- San Diego and Imperial Counties Community Colleges Learning Resources Cooperative
- Southern California Consortium
- California Community College Chancellor's Office (Ex-Officio Member)

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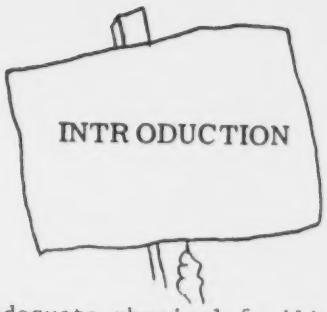
The purpose of this document is to provide guidelines for physical facilities to house learning resources centers in California community colleges.

The Guidelines Committee of the Learning Resources Association of California Community Colleges recognizes the fact that when quantitative guidelines are suggested for the development and planning of facilities, certain precautions must be emphasized. Allocations and formulas set down should not be considered as entitlements to space except as they are applied to functions and/or programs which are to be carried out within a given learning resources center. For this reason every effort has been made to analyze typical academic programs of learning resources centers and to relate functions to facility planning needs.

The Committee is aware of the concerns expressed by the Office of Facilities Planning and Utilization of the Chancellor's Office, California Community Colleges, of possible misuse. Every attempt has been made to prevent inappropriate application of the suggested guidelines.



The planning of adequate physical facilities to house learning resources centers has been a challenging problem in California community colleges for many years. Although space standards for traditional libraries have been available since 1966[1], only scattered information has been available for nonprint functions and related instructional services. Audiovisual support services, computer applications and a wide variety of human services have only recently been incorporated into learning resources programs.

During the past three decades there have been many significant changes in the philosophy and activities of libraries which emerged from the junior college libraries of the 1940's and 1950's to the comprehensive community college learning resources centers of the 1970's. Many expanded functions have developed which were not included in the 1966 Standards, namely in the nonprint and related instructional services. Recognition was given to library, audiovisual and telecommunications, instructional development and instructional system components in 1972 when "Guidelines for Two-Year College Learning Resources Programs" was published.[2] These guidelines, however, were qualitative.

The need for quantitative guidelines for facility planning of the total learning resources center for California community colleges prompted the study herewith presented.

[1]Matsler, Franklin G, Space and Utilization Standards, California Public Higher Education; a Report to the Coordinating Council for Higher Education, prepared by Franklin G. Matsler with the Assistance of Theodore M. Thayer in Developing Office Standards. Sacramento, Coordinating Council for Higher Education, (No. 1027), 1966.

[2]College and Research Libraries News, No. 11, December 1972 (ACRL News Issue (B) of College and Research Libraries, Vol. XXXIII, No. 7, pp. 305-315.

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The study is based upon data provided during the twelve year study. It is especially significant that input came from personnel representing the total services of learning resources centers throughout California. The following groups were represented:

California Association for Educational Media and Technology (CAEMAT) (now CMLEA)

California Association of School Librarians (CASL) (now CMLEA)

California Community Colleges Library Cooperative

California Library Association, Standards Committee, Junior College Roundtable and Community College Librarians Chapter, 1965-1974

California Postsecondary Education Commission (CPEC)

Community College Media Association (CCMA)

Community College Media Association, Northern California (CCMA-NC)

Guidelines Committee of the Learning Resources Association of California Community Colleges, 1974-1978 (LRACCC)

Office of Facilities Planning and Utilization, Chancellor's Office, California Community Colleges, 1966-1977; and an Ad Hoc Advisory Committee from the Chancellor's Office

Western Educational Society for Telecommunication

Credit and appreciation to all of the participants is herewith extended.

The Learning Resources Center Guidelines Committee has participated in the following studies which have also provided input for this document:

California Community Colleges, Office of the Chancellor, Guidelines for a Nonprint Materials Core in a Learning Resource Program. Sacramento, September, 1971

California Postsecondary Education Commission, Standards for Community College Library Facilities, (Commission Report 74-2), Sacramento, September, 1974

Learning Resources Association of California Community Colleges, Suggested Guidelines for Learning Resources Centers, California Community Colleges, (First Draft), September, 1974

I. DEVELOPMENT OF THE GUIDELINES

BACKGROUNDS

The systematic collection and evaluation of data over the period from 1966 to 1977 has provided data for the development of these guidelines. A detailed description of the background of the studies may be found in Appendix A of this publication. From these data significant problems have emerged that have required analysis and clarification prior to the development of the guidelines. Conclusions drawn from the solutions to the problems have become significant premises which are stated below.

DEFINITIONS

DEFINITION OF A LEARNING RESOURCES CENTER (LRC)

For the purposes of this report the definition of a Learning Resources Center is:

> A campus administrative unit (or group of units) which integrates print, non-print, and special forms of communication and human resources with the necessary equipment and services to permit their effective utilization.

DEFINITION OF A LEARNING RESOURCES PROGRAM

The program is defined as follows:

> The written description, the educational specifications and/or the academic program to be carried out by a Learning Resources Center.

The relationship of components to one another within the learning resources center is basic to the application of the guidelines. Likewise, the emphasis which an individual institution places upon the objectives of the learning resources program within the institution's academic program will determine spatial relationships for facility planning.

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SIZE OF THE TOTAL LEARNING RESOURCES CENTER

THE SIZE OF THE TOTAL LEARNING RESOURCES CENTER IS RELATED DIRECTLY TO TWO MAJOR FACTORS:

1. The learning resources program
2. The projected day-graded student enrollment

The Learning Resources Program

The objectives and functions of the learning resources center as specified by the educational philosophy and academic program of the college will determine the scope of the learning resources program. The scope may include all or parts of the components of a learning resources center, namely:

Print materials and services
Nonprint materials and services
Related instructional materials and services

The number of components and percentage of space allocation for each component is dependent upon the emphasis placed on objectives and functions. Certain functions which are asterisked below may be common to all three components, facilities for which may be shared (e.g. technical services):

User Stations	Public services	Work & service areas
Housing	Technical Services	Instructional Development

COMPONENT I

Print materials and services
(50-70% of total area)

This area represents the library segment of the center. Traditionally it has been concerned with all print materials (Books, periodicals, government documents, pamphlets), the supporting personnel services and the equipment necessary to implement the program. It usually incorporates the following functions:

1. *User Stations

Individual user stations, mix of media and non media (carrels and tables)
Conference - large and small group
Browsing
Typing rooms
Specified special areas

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2. *Housing

Materials

Books (circulating, reference and reserve
Periodicals, including newspapers
Micrographics
Pamphlets, documents, maps

Equipment

Fixed and circulating (micrographic readers, computer terminals, copying machines, calculators, specialized equipment for the handicapped, etc.)

3. *Technical Services

Bibliographic searching and selection
Ordering and receiving
Accounting
Cataloging
Typing and filing of catalog cards
Processing, mending, binding
Computerized services

4. *Public Services

Circulation of materials to students and faculty
Copying services
Reference and information services to students and faculty
Bibliographic research
Displays (bulletin and case)
Orientation and tours for students and faculty
Computer terminals

5. *Instructional Development

Task analysis, instructional design, evaluation and related research

6. *Work and Service Areas

Public services, technical services, administrative services

7. Specialized Services

Unique to an institution

COMPONENT II : Nonprint Materials and Services (25%-45% of total ASF)

7

Non-print denotes audio-visual materials and services which may incorporate the following functions:

(Note: Items marked with an asterisk [*] are common to all three components)

1. *User Stations

   Individual user stations, mix of media
   Listening and viewing rooms, large and small groups
   Browsing
   Recording rooms (faculty and student)
   Preview rooms

2. *Housing

   Materials

   Films, video tapes, filmstrips, slides, recordings, etc.

   Equipment

   Specialized fixed and circulating

3. *Technical Services

   Bibliographic searching/preview and selection
   Ordering and receiving
   Accounting
   Cataloging
   Typing and filing catalog cards/book catalog
   Processing and repair of materials
   Computerized services (acquisitions, cataloging, circulation and bibliographic)

4. *Public Services

   Circulation of non-print materials to students and faculty
   Rental and borrowing services
   Reference and information services to students and faculty
   Bibliographic research
   Displays (bulletin and case)
   Orientation and tours for students and faculty
   Computer services
   Student use (computer assisted instruction)

5. *Instructional Development

Task analysis, instructional design, evaluation and related research

6. Audio-Visual Production

Audio-mastering, duplication, speed and format conversion, synchroization, etc.
Graphics design, lettering, layout of posters, brochures and instructional sequences
Photographic -- all appropriate forms of motion picture and still photography
Television ---- studio and portable facilities for production, editing and duplication

7. Audio-Visual Distribution

Equipment and materials to classrooms
Television distribution systems
Equipment and materials for individual student use

8. Audio-Visual Maintenance

Design and installation of specialized systems
Maintenance and repair of all equipment
Operation and preventive maintenance
Testing and evaluation of new equipment

9. Reprographics (If this function is included, assignable square footage over and above Table I total should be added.)

Typing, duplication of printed materials
Quick copy service
Specialized printing

10. *Work and Service Areas

COMPONENT III: Related Instructional Services (5% of total ASF)
(if more space is required, ADD ASF)

This area provides a variety of materials and services which supplements subject matter instruction and gives students an

alternative mode for individual study. It may provide the following functions:

(Note: Items marked with an asterisk [*] are common to all three components)

1. *User Stations

   Individual stations (carrels and tables)
   Conference, large and small groups
   Stations provided with special equipment

2. *Housing of Collection

   Materials

   Books, periodicals, pamphlets
   Non-print materials
   Special materials

   Equipment

   Specialized, fixed and circulating

3. *Technical Services

   Bibliographic research/preview and selection
   Ordering and receiving
   Accounting
   Cataloging
   Typing and filing catalog cards/book catalog
   Processing, mending, binding and repair
   Computerized equipment

4. *Public Services

   Circulation of materials and equipment to students and faculty
   Reference and information services to students and faculty
   Bibliographic research
   Displays (bulletin and case)
   Orientation and tours for students and faculty
   Computer services
     Information retrieval
     Student assisted instruction
     Career information

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5. *Instructional Development

   Task analysis, instructional design, evaluation and related research

6. Career Guidance

7. Remedial Services

8. Diagnostic Services

9. Learning Assistance

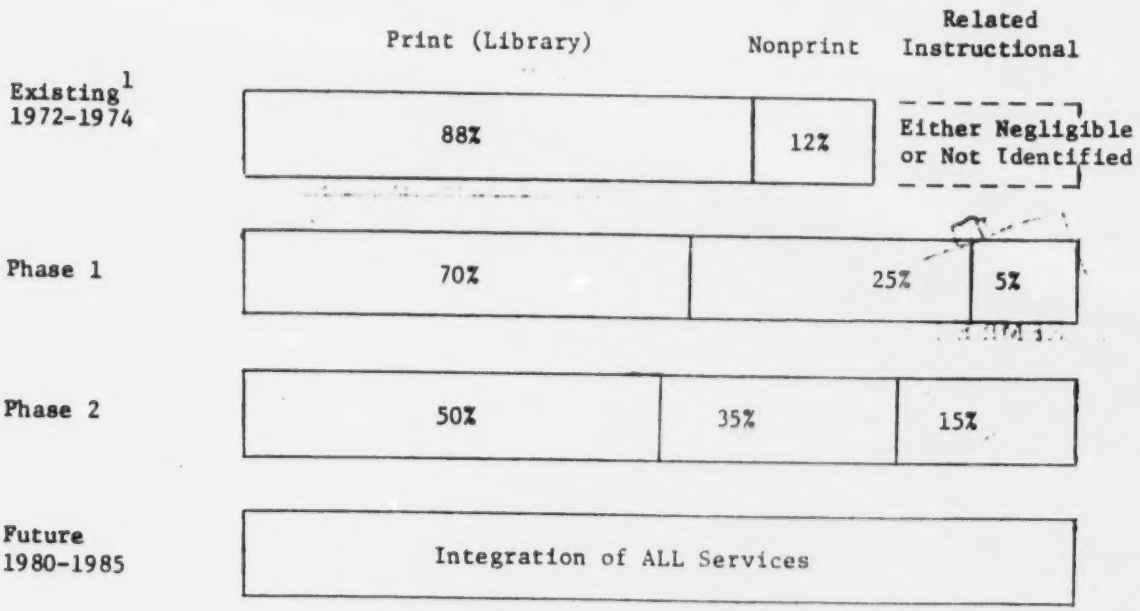
10. *Work and Service Areas

SPACE ALLOCATION

THE SPACE ALLOCATION FOR THESE COMPONENTS IS NOT AND CANNOT BE FIXED. FACILITY NEEDS MUST BE RELATED TO FUNCTIONS. THE PATTERN FOR THE ALLOCATION OF SPACE FOR THE COMPONENTS WILL VARY WITH EACH INSTITUTION.

The identification of the functions within the components of the learning resources center will determine the scope of the program for the college. The percentage relationships of the components one to another will describe the pattern for the allocation of space.

A study of the facilities inventory of California community colleges, Fall 1973 and 1974 showed an interesting trend in the emphasis placed upon print, nonprint and related instructional components. Graph I, prepared by the Office of Facilities Planning and Utilization, Chancellor's Office, California Community Colleges, depicts existing, probable and future space ratio changes in California community colleges' learning resources centers. Updated reports to the Guidelines Committee during the Fall, 1977 indicate that some of the learning resources centers are already in Phase 2, placing even more than 15% emphasis upon related instructional services.



*Facilities Inventory, Fall 1973 and 1974, California Community Colleges

GRAPH 1*

EXISTING, PROBABLE, AND FUTURE SPACE RATIO CHANGES IN CALIFORNIA COMMUNITY COLLEGE LEARNING RESOURCES CENTERS

Note: In the future, space ratios for print, nonprint and special services will change. Functions such as wet carrels, microforms and the reference section will serve all students. Stack areas will overlap with student stations, and there will be multiple-use areas. Flexibility will increase, personnel will perform related duties, and space allotments will overlap and vary. Space will be more closely related to need. More attention will be given to media resources and less to specifically designated student spaces.

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DAY-GRADED ENROLLMENT

ENROLLMENT REPORTING WILL BE ACCORDING TO DAY-GRADED ENROLLMENT, THE DEFINITION FOR WHICH IS:

students registered in at least one graded credit course generally scheduled to commence prior to 4:30 p. m.

Ambiguities in the reporting of student enrollment data resulted in the decision to use day-graded enrollment rather than full-time enrollment. This premise is justified because all reports for the construction plans in California are based on day-graded student enrollment as reported on Form BD-240 of the California State Department of Finance.

A working ratio between full-time enrollment and day-graded students has been developed by the Office of Facility Planning and Utilization, Chancellor's Office, California Community Colleges as follows:

Full-time enrollment x .6 equals day-graded students

Day-graded students x 1.66667 equals full-time enrollment.

ASSIGNABLE SQUARE FOOTAGE PER DAY-GRADED STUDENT

ASSIGNABLE SQUARE FOOTAGE PER DAY-GRADED STUDENT AS SUGGESTED IN TABLE I IS NOT AN ENTITLEMENT. IT IS DEPENDENT UPON THE FUNCTIONS ASSIGNED TO THE LEARNING RESOURCES CENTER. THE FUNCTIONS WILL DETERMINE THE PERCENTAGE OF ASSIGNABLE SQUARE FOOTAGE TO BE USED.

A survey of community college libraries conducted by the California Postsecondary Education Commission, Fall 1973, provided the data for the study of the relationship of assignable square footage to day-graded students. Because the survey was limited to the print segment, the current study extended it to include non-print and related instructional services. Table A and Graph A (see Appendix), show the adjustment as completed by the Office of Facilities Planning and Utilization, Chancellor's Office, California Community Colleges. Table I indicates the adjustment as accepted by the Guidelines Committee and published in the First Draft of the Suggested Guidelines for Learning Resources Centers, California Community Colleges. The findings in the First Draft are referenced as "theoretical standards" in the publication of the California Postsecondary Education Commission, Standards for Community College Library Facilities in 1974.

In October, 1977, a re-evaluation of assignable square footages per day-graded student as given in the First Draft led the Guidelines Committee to adopt them for the present study. In Table I the percentage of space allocation of assignable square footage for each of the three components allows for 50%-70% for print, 25%-45% non-print and an invariable 5% for related instructional services.

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TABLE I

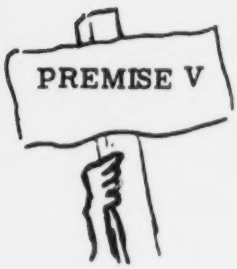
The following table allows for a sliding scale of assignable square feet per day-graded student for institutions with day-graded enrollments from 1,000 through 10,000 for a learning resources center responsible for all functions in all three components. The ratio of percentage for the three components is based upon 50% to 70% print area; 25% to 45% nonprint area; and an invariable 5% related instructional services area.

	Print Area					Nonprint Area					Related Ins. Ser.	Total ASF per DGS	Total ASF
Day-graded Enrollment	% 50 ASF	% 55 ASF	% 60 ASF	% 65 ASF	% 70 ASF	% 25 ASF (5,000 minimum)	% 30 ASF	% 35 ASF	% 40 ASF	% 45 ASF	5% ASF*		100%
1,000	7500	8250	9000	9250	9250	5000	5000	5250	6000	6750	750	15.00	15,000**
1,500	9503	10453	11403	12353	13055	5000	5702	6652	7602	8552	950	12.67	19,005
2,000	11500	12650	13800	14950	16100	5750	6900	8050	9200	10350	1150	11.50	23,000
2,500	13500	14850	16200	17550	18900	6750	8100	9450	10800	12150	1350	10.80	27,000
3,000	15495	17045	18594	20144	21693	7748	9297	10847	12396	13946	1550	10.38	30,990
3,500	17378	19115	20853	22591	24329	8689	10427	12164	13902	15640	1738	9.93	34,755
4,000	19260	21186	23112	25038	26964	9630	11556	13482	15408	17334	1926	9.63	38,520
4,500	21128	23240	25353	27466	29579	10564	12677	14789	16902	19015	2113	9.39	42,255
5,000	23000	25300	27600	29900	32200	11500	13800	16100	18400	20700	2300	9.20	46,000
5,500	24888	27376	29865	32354	34843	12444	14933	17421	19910	22399	2489	9.05	49,775
6,000	26760	29436	32112	34788	37464	13380	16056	18732	21408	24084	2676	8.92	53,520
6,500	28503	31353	34203	37053	39904	14251	17102	19952	22802	25652	2850	8.77	57,005
7,000	30240	33264	36288	39312	42336	15120	18144	21168	24192	27216	3024	8.64	60,480
7,500	31988	35186	38385	41584	44783	15994	19193	22391	25590	28789	3199	8.53	63,975
8,000	33760	37136	40512	43888	47264	16880	20256	23632	27008	30384	3376	8.44	67,520
8,500	35488	39036	42585	46134	49683	17744	21293	24841	28390	31939	3549	8.35	70,975
9,000	37260	40986	44712	48438	52164	18630	22356	26082	29808	33534	3726	8.28	74,520
9,500	38950	42845	46740	50635	54530	19475	23370	27265	31160	35055	3895	8.20	77,900
10,000	40658	44715	48780	52845	56910	20325	24390	28455	32520	36585	4065	8.13	81,300

For enrollments exceeding 10,000 DGE the increment of increase should be adjusted to specific needs as reflected in educational programs.

*When there is a need for ASF in excess of 5% for related instructional services the amount needed is to be added to the total ASF in the last column.

**Square footage not assignable to the learning resources center as defined by the Space Inventory Handbook, Chancellor's Office, California Community Colleges, such as office space, classrooms, etc., is not included in total ASF in the last column and should be added over and above totals given in the last column.



PROVISION FOR UNIQUE PROGRAMS OR SERVICES

WHEN ASSIGNABLE SQUARE FOOTAGE FOR RELATED INSTRUCTIONAL SERVICES IS REQUIRED FOR MORE THAN 5% OF THE TOTAL LEARNING RESOURCES CENTER SQUARE FOOTAGE, ADDITIONAL SQUARE FOOTAGE SHOULD BE ADDED TO THE TOTAL, LAST COLUMN, TABLE 1, IN PROPORTION TO THE NEEDS OF THE LEARNING RESOURCES CENTER.

The rapidity with which added functions have been assigned to related instructional services has precluded a firm formula for the allowance of assignable square footage to be added to this component when it exceeds 5% of the total assignable square footage.

USER STATIONS

THE PERCENTAGE OF THE DAY-GRADED STUDENT ENROLLMENT ALLOCATED TO USER STATIONS SHOULD BE DETERMINED BY A SELF-STUDY OF THE COLLEGE IN ORDER TO PROVIDE THE AMOUNT OF SEATING REQUIRED. WHEN PLANNING A NEW FACILITY OR REMODELING AN EXISTING ONE, ALLOW AN INITIAL INCREMENT OF 50 STATIONS. THE DISTRIBUTION OF USER STATIONS WITHIN THE PRINT, NONPRINT AND RELATED INSTRUCTIONAL SERVICES AREAS WILL BE DEPENDENT UPON THE PROGRAM OF THE LEARNING RESOURCES CENTER.

AN AVERAGE OF 27.5 * ASSIGNABLE SQUARE FEET MAY BE USED AS A FIGURE ADOPTED BY THE CALIFORNIA POSTSECONDARY EDUCATION COMMISSION IN SEPTEMBER, 1974.

* ASF Per User Station:

This may vary from 20 to 40 assignable square feet depending upon the mix of print and non-print functions. Larger stations reduce the number of user stations. Observation by students and librarians indicates that users do not like to be crowded and tend to leave space between users, thus lowering the "working capacity" of an area.

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Factors such as the location of the campus (at a distance from student homes and the urban center, or within a metropolis itself), the number of students employed, the curriculum pattern which the students are pursuing, whether there is a student center building available for leisure reading and socializing, patterns of class schedules—all have an effect upon the number of user stations needed in the learning resources center. Although 12% to 15% of the day-graded enrollment has been used in the past to provide the number of user stations, no survey to date has substantiated these figures.

WORK SPACE AND SERVICE AREAS

ASSIGNABLE SQUARE FOOTAGE FOR WORK SPACE & SERVICE AREAS MAY BE FIGURED AS FOLLOWS:

140 assignable square feet x number of full time(FTE) staff plus 400 assignable square feet. Office space is not counted as assignable square footage.

Standard room use categories refer to work and service space as "Processing Room" space (440) and includes "areas generally used to house card catalogs, circulation desks, cataloging space, bookbinding, microfilm processing, and audio/visual record-playback equipment for distribution to individual study stations."

Limitations: This category does not include such library space as offices for staff (310); campus-wide or centralized bookbinding, and microfilm processing areas that are to be classified as shop facilities (720); instructional facilities for library science students that are to be classified as

classrooms (110), class laboratories (210), special class laboratories (220), offices (310) or other appropriate designations.

It should be especially noted that throughout the guidelines, specific areas, such as office space, which have room use categories assigned to other parts of the campus, separate from the learning resources center are not charged to the learning resources center total assignable square footage, even though these areas are housed within the center.

The Space Inventory Handbook, published by the Chancellor's Office, California Community Colleges, 1976, identifies the classification categories and standard room use categories. The categories which are contained within the learning resources center are identified by specific numbers and defined as follows:

CLASSIFICATION CATEGORIES

6110 library

6110
Library (Print Core)

Library includes the traditional activities associated with the reading or study room, stacks, cataloging services, and collections of published materials. Activities associated with the main or central library are illustrative. It does not include classroom or laboratory book collections acquired by individuals or groups not accountable to the main or central library.

6120 media services

6120
Media Services (AV, TV and/or Nonprint Core)

The nonprint core activities include audiovisual, TV, and the productions services such as graphics, photography, equipment and materials circulation, equipment maintenance, studios, shops, storage and workrooms. Services are campus wide.

6130 learning skills core

6130
Learning Skills Core

Category includes that part of a library learning resources center that contains facilities and services for the non-traditional approaches to learning, such as programmed instruction, not directly related to a particular discipline and available to all students on a nonscheduled basis.

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STANDARD ROOM USE CATEGORIES INCLUDED IN A LEARNING RESOURCES CENTER (counted as assignable square footage in guidelines)

410 reading/study room

410
Reading/Study Room

Definition: A room used by individuals to study books or audio/visual materials.

Description: Included in this category are rooms generally referred to as library reading rooms, carrels, study rooms, individual study stations, study booths, and similar rooms that are intended for general study and tutoring purposes. Study stations may be groups (as in a library reading room) or individualized (as in a carrel).

Study stations in a reading room may include typewriters, remote terminals of a computer, electronic display equipment, etc. (See also 430.) Reading rooms need not be located only in libraries but also may be found in residence halls or academic buildings.

Limitations: This category does not include classrooms (110), class laboratories (210), special class laboratories (220), individual study laboratories (230), non-class laboratories (250), offices (310), sleep/study rooms in residence halls or other housing units (910 or 920), waiting rooms (315), or lounge facilities (650).

Stations to be reported: The total number of all types of study-stations in the room.

NOTE: In special facilities for blind or other handicapped persons, the number of stations should be reported in terms of handicapped persons only--excluding, for example, the chair for the blind student's reader.

420 stack

420
Stack

Definition: A room (or portion of a room) used to provide shelving for library or audio-visual materials.

Description: Included in this category are rooms generally referred to as library stacks. (See also 430.)

Limitations: This category does not include bookshelf space in classrooms, laboratories, or offices. Audio/visual film and tape libraries that generally serve groups (rather than individuals) are classified as audio/visual, radio, TV facilities (530).

Separate tape storage rooms for language laboratories should be classified as special class laboratory service (225) or individual study laboratory service (235). Separate rooms containing musical scores, records, and tapes are classified as stack space if the primary

purpose of the materials is for instruction or research (as in a library or music building). Rooms containing such materials and intended for listening enjoyment (as in a student union) should be classified as recreation facility service (675).

Stations to be reported: The number of carrels or other individual study-stations within the stack area.

NOTE: Tables, shelves, or other work-surfaces for use in the process of "browsing" and selecting reference material are not carrels or study-stations in the sense here intended, and should not be counted as stations.

430
open stack reading room

430
Open Stack Reading Room

Definition: A room that is a combination of a reading room and stack, generally without physical boundaries between the stack and reading areas.

Description: Included in this category are rooms generally referred to as open stack reading rooms.

Limitations: This category is not used if the area of an open stack reading room can be prorated to reading room (410) and stack (420) at the time the physical inventory is made. This category might be used as a "working-purposes" category if proration on some appropriate basis is anticipated. Further limitations are defined under reading room (410) and stack (420).

Stations to be reported: The total number of all types of study-stations in the room.

440 processing room

440
Processing Room

Definition: A room which serves a reading/study room, stack, or open stack reading room as a supporting service to such rooms.

Description: Included in this category are areas generally used to house card catalogs, circulation desks, cataloging space, bookbinding, microfilm processing, and audio/visual record-playback equipment for distribution to individual study stations.

Limitations: This category does not include such library space as offices for staff (310); campuswide or centralized, bookbinding, and microfilm processing areas that are to be classified as shop facilities (720); instructional facilities for library science students that are to be classified as classrooms (110), class laboratories (210), special class laboratories (220), offices (310), or other appropriate designations.

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Stations to be reported: The total number of all types of work stations in the room.

455 study service

455
Study Service

Definition: A room which directly serves reading/study rooms, stacks, open stack reading rooms, or processing rooms as a direct extension of the activities in those rooms.

Description: Other categories in these definitions have provided a "service" category for each type of room. Because such facilities are minimal in library-type spaces this one category of study facility service space is provided for all types of study facilities. Included are such areas as closets, locker space, coatrooms, etc.

Limitations: This category does not include card catalogs, circulation desks, and other areas designated as processing rooms (440).

Stations to be reported: None.

530 audio/visual, radio, TV

530
Audio/Visual, Radio, TV

Definition: A room or group of rooms used for the production and distribution of audio/visual, radio, and TV materials, and for the operation of equipment for the transmission of these materials.

Description: This category includes rooms generally referred to as TV studios, radio studios, sound studios, graphics studios, and similar rooms.

Limitations: Studios used primarily as part of an instructional program to train students in communication techniques should be classified as class laboratories (210) or as special class laboratories (220). Projection booths adjacent to instructional space are classified as service areas.

NOTE: This category is intended to be used only for facilities the primary purpose of which is to disseminate instructional material and activities. It is not to be used for facilities which are part of the instructional laboratories of a department of Theater, Television, or Dramatic Arts, nor is it to be used for those spaces in which AV materials are used by students in their pursuit of course work.

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535
audio/visual, radio, TV service

535
Audio/Visual, Radio, TV Service

Definition: A room that directly services an audio/visual, radio, or TV facility as an extension of the activities in that facility.

Description: Included in this category are rooms generally referred to as film library, tape library, control room, videotape recorder room, property storage, recording rooms, engineering maintenance rooms, darkrooms, preparation rooms, and equipment storage rooms.

Limitations: Control rooms, recording rooms, and similar facilities used primarily to train students in communication techniques should be classified as class laboratory service (215) or special class laboratory service (225).

Stations to be reported: None.

ROOM USE CATEGORIES WHICH ARE NOT CHARGEABLE TO THE LRC

Assignable Areas

100
Classroom Facilities

110
classroom

110
Classroom

Definition: A room used by classes which do not require special purpose equipment for student use.

Description: Included in this category are rooms generally used for scheduled instruction requiring no special equipment and referred to as lecture rooms, lecture-demonstration rooms, seminar rooms, and general purpose classrooms. A classroom may be equipped with tablet arm chairs (fixed to the floor, joined togehter in groups, or flexible in arrangement), tables and chairs (as in a seminar room), or similar types of seating. A classroom may be furnished with special equipment appropriate to a specific area of study if this equipment does not render the room unsuitable for use by classes in other areas of study.

Limitations: This category does not include conference rooms (350), meeting rooms (680), auditoriums (610), or class laboratories (210). Conference rooms and meeting rooms are distinguished from seminar rooms on the basis of primary use; (See categories 350 to 680 for the distinction between conference rooms and meeting rooms.) Auditoriums are distinguished from lecture rooms on the basis of primary use; A class laboratory is distinguished from a classroom on the basis of equipment in the room and by its limited use.

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Stations to be reported: Student-stations only. If extra chairs have been placed in a classroom include only so many of the extra chairs as could normally be included without overcrowding the room.

115
classroom service

115
Classroom Service

Definition: A room which directly serves one or more classrooms as an extension of the activities in such a room.

Description: Included in this category are projection rooms, cloak rooms, preparation rooms, closets, and storage which serve clasrooms.

Stations to be reported: None.

200
Laboratory Facilities

210
class laboratory

210
Class Laboratory

Definition: A room used primarily by regularly scheduled classes that require special-purpose equipment for student participation, experimentation, observation, or practice in a field of study.

Description: A class laboratory is designed for and/or furnished with equipment to serve the needs of a particular discipline for group instruction in regularly scheduled classes. Included in this category are rooms generally referred to as teaching laboratories, instructional shops, typing laboratories, drafting rooms, band rooms, choral rooms, (group) music practice rooms, language laboratories, (group) studios, and similar specially designed and/or equipped rooms.

Limitations: This category does not include laboratory rooms that serve as individual study rooms (230 or 410). It does not include laboratories used for group instruction that are informally or irregularly scheduled (220). This category does not include rooms generally referred to as research (non-class) laboratories (250). It does not include gymnasiums, pools, drill halls, laboratory schools, demonstration houses, and similar facilities that are included under special use facilities (500). Computer processing facilities used jointly for instruction and/or research and/or administration are coded data processing/computer (710).

Stations to be reported: The number of student stations which the room can physically accommodate at one time.

215
class laboratory service

215
Class Laboratory Service

Definition: A room that directly serves one or more class laboratories as an extension of the activities in those rooms.

Description: Included in this category are balance rooms, cold rooms, preparation rooms, stock rooms, dark rooms, equipment issue rooms, greenhouses, and similar facilities that serve a class laboratory only.

Limitations: This category does not include balance rooms, cold rooms, preparation rooms, stock rooms, dark rooms, etc., that serve special class laboratories (225), individual study laboratories (235), or non-class laboratories (255). Rooms that provide housing for laboratory animals are classified as animal quarters (570). Other greenhouses are separately categorized (580) or (560).

Stations to be reported: None.

230
individual study laboratory

230
Individual Study Laboratory

Definition: A room used primarily for individual student experimentation, observation, or practice in a particular field of study.

Description: Included in this category are music practice rooms, individual study laboratories, and similar rooms that serve a particular subject matter area.

Limitations: This category does not include individual study facilities that are intended for general study purposes. Student use of such facilities does not generate Weekly Student Contact Hours. Computer processing facilities used jointly for instruction and/or research and/or administration are coded data processing/computer (710).

Stations to be reported: Student stations only.

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235
Individual study laboratory service

235
Individual Study Laboratory Service

Definition: A room that directly serves one or more individual study laboratories as an extension of the activities in those rooms.

Description: Included in this category are equipment storage rooms, stock rooms, greenhouses, and similar rooms which serve an individual study laboratory only.

Limitations: This category does not include rooms that serve class laboratories (215), special class laboratories (225), or non-class laboratories (255). Rooms that provide housing for laboratory animals are classified as animal quarters (570). Other greenhouses are separately categorized (580) or (560).

Stations to be reported: None.

250
Non-class laboratory

250
Non-Class Laboratory

Definition: A room used for laboratory applications, research, and/or training in research methodology that require special purpose equipment for staff and/or student experimentation or observation.

Description: Included in this category are rooms generally referred to as research laboratories and research laboratory-offices.

Limitations: This category does not include rooms referred to as teaching laboratories, such as class laboratories (210), special class laboratories (220), or individual study laboratories (230).

Stations to be reported: Staff-stations in terms of the number of faculty members and/or equivalent nonfaculty professional research staff that the room accommodates.

255
Non-class laboratory service

255
Non-Class Laboratory Service

Definition: A room that directly serves one or more non-class laboratories as an extension of the activities in those rooms.

Description: Included in this category are balance rooms, cold rooms, stock rooms, dark rooms, etc., that serve a non-class laboratory, except animal rooms and greenhouses.

Limitations: This category does not include balance rooms, cold rooms, stock rooms, dark rooms, etc., that serve a class laboratory (215), a special class laboratory (225), or an individual study laboratory (235). Rooms that provide housing for laboratory animals are classified as animal quarters (570). Greenhouses are separately categorized (580).

Stations to be reported: None.

300
Office Facilities

310
Office

310
Office

Definition: A room used by faculty, staff, or student officers working at a desk (or table).

Description: An office typically is equipped with one or more desks, chairs, tables, bookcases, and/or filing cabinets. Included in this category are rooms generally referred to as faculty offices, administrative offices, clerical offices, graduate assistant offices, teaching assistant offices, student offices, or space assigned to an individual as office. Included in this category is a studio (music, art, etc.) if that room also serves as the office of a staff member.

Limitations: Special note should be taken of rooms which are equipped both as office and "research laboratory." A room equipped with laboratory benches, specialized scientific equipment, and/or such utilities as gas, water, steam, air, etc., is classified as a non-class laboratory (250).

Note that this distinction rests on equipment rather than function. It is recommended that those rooms that have office-type equipment and fixed laboratory-type equipment (primarily in the biological and physical sciences) within the same room be classified as non-class laboratories (250). Large rooms, such as glass shops, printing shops, reading rooms, research laboratories, etc., that incidentally contain a desk space for a technician or staff member are classified according to the primary purpose of the room, rather than as offices.

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Stations to be reported: Staff-stations in terms of the number of faculty members and/or equivalent nonfaculty professional research staff that the room accommodates. Exclude visitor seating.

315
Office service

315
Office Service

Definition: A room that directly serves an office or group of offices as an extension of the activities in those rooms.

Description: Included in this category are file rooms, mimeograph rooms, vaults, waiting rooms, interview rooms, closets, private toilets, records rooms, office supply rooms, PBX switchboards, and internal corridors within office suites.

Limitations: Centralized mimeograph and printing shops that are campus-wide in scope should be classified as shop facilities (720).

Stations to be reported: None.

350
Conference room (office related)

350
Conference Room (Office Related)

Definition: A room serving offices and used primarily for staff meetings and departmental activities other than instructional.

Description: A conference room may be equipped with tables and chairs, lounge-type furniture, straight-backed chairs, and/or tablet arm chairs. Normally it is used by a specific organizational unit, whereas meeting rooms (680) are used for general purposes such as community group meetings. It is distinguished from facilities such as seminar rooms, lecture rooms, and general classrooms (110) because it is used primarily for activities other than scheduled classes. Rooms that serve both as conference rooms and meeting rooms should be classified according to their principal use.

Limitations: This category does not include classrooms (110), seminar rooms (110), lecture rooms (110), auditoriums (610), interview rooms (315), or lounge facilities (650).

Stations to be reported: The total number of seats, including chairs not directly at the table if all such chairs constitute a reasonable complement of furniture for the usual uses of the room, as in the common case of conference rooms in which it is not essential that every person attending a conference be seated at the table.

NOTE: In the case of a conference room that is significantly under- or over-supplied with chairs, i.e., to the point that the room is either seriously over-crowded or could easily accommodate considerably more chairs, the number of stations should be reported in terms of a proper layout of furniture. The point is not to embark on a career of rating "optimum" capacities, but simply to avoid a serious distortion of tabulated data resulting from a condition which could be easily remedied--and may very well be remedied on most other days other than the day of the space survey.

355
Conference room service (office related)

355
Conference Room Service (Office Related)

Definition: A room that directly serves one or more conference rooms as an extension of the activities in those rooms.

Description: Included in this category are such rooms as kitchenettes, chair storage rooms, projection rooms, sound equipment rooms, etc.

Limitations: This category does not include kitchens, chair storage, and similar facilities that serve meeting rooms (680) and (685) service.

Stations to be reported: None.

Non-assignable space (According to California Practice. Space Inventory Handbook, California Community Colleges, 1976.):

a. Public corridors, lobbies, stairways, elevators, and other general circulation facilities. Consider general circulation corridors as outside the definition of assignable area. Include an inside corridor, i.e., corridor within an office suite, as assignable area if the corridor is used for the convenience of office workers. In the space records, include the square footage of adjacent rooms where it is reasonable to do so;
b. Janitors' closets and other specialized custodial facilities which are usable only for building maintenance;
c. Heating, ventilating, air-conditioning, electrical, and other such utility facilities required for building operation; and
d. Public Toilets.

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II GUIDELINES FOR PLANNING THE LEARNING RESOURCES CENTER

Using the basic premises discussed in Chapter 1 of this document and the quantitative data which follow, facility planning may be accomplished for (1) the total learning resources center of (2) any one segment or combination of segments.

PRINT GUIDELINES

GUIDELINES FOR THE PRINT MATERIALS AND SERVICES COMPONENT

The print materials and services component of the learning resources center represents the library segment of the center. This unit is concerned with all print materials (books, periodicals, government documents, pamphlets), the supporting personnel services and the equipment necessary to implement the program. As pointed out in Appendix A, standards and guidelines have been available for this unit since the 1930's. Computing the space allocation for such a component is rarely difficult. Day-graded students, number of staff members, number of study stations, number of bound volumes . . . are just a few of the criteria used in the past to compute the amount of assignable square feet for a library.

For a new college or a college under 1,000 day-graded students, a minumum size for housing the print component has been determined:

Minimum Print Area Facility

OPERATIONAL MINIMUMS

In planning for a college under 1,000 day-graded students, the print portion of the learning resources center would be computed on the basis of 7.5 ASF per day-graded student. Table I would be used as the basis for implementing the educational plan and determining the necessary space for a beginning college.

For day-graded enrollments of 1,000 and above, Table I would be applied to determine appropriate assignable square footage according to the functions justified in the educational program of the college. The range would vary from 50% to 70% of the total square footage for the learning resources center.

The space within the print area should be divided for user stations, stacks and work areas according to the needs of the college. For computing stack space, 1 ASF per volume may be used; for user stations space, a range from 20 ASF to 40 ASF may be applied according to the nature of the mix of media and non-media provided at the stations: for work and service areas, 140 ASF per FTE staff plus 400 ASF.
As pointed out in Premise VI, an average of 27.5 ASF per user station has been used by the California Postsecondary Commission. "Working capacity" and design layout of the stations are extremely important factors in effective utilization of space. Larger stations, i.e., those which would allow 40 ASF per station would reduce the number of stations in a given space, but might justify a trend for supplying fewer user stations. Space needs of handicapped students require ade-

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quate provision for wheel chairs, and readers for the blind. Space for tutorial assistants should also be considered. Design layout with consideration for the configuration of user stations is also extremely important. As pointed out in the Space Inventory Handbook, Chancellor's Office, California Community Colleges, 1977, p.33, "Report the number of appropriate stations within a defined area that represents the best design application for a given educational program."

APPLICATION OF TABLE I TO PRINT AREA:

The following example illustrates the application of Table I for the Print Area of a learning resources center using the minimum 50% of the possible 50% to 70% range for a college with a day-graded enrollment of 5,000. Using 50% would indicate that the number of functions provided within the print area of this college to be at a minimum:

Total ASF for total learning resources center:
9.20 ASF per day-graded students x 5,000 DGE = 46,000 ASF

50% x 46,000 ASF = 23,000 ASF for minimum program in print area.

Using 70% would indicate that the number of functions provided within the print area of this college to be at a maximum:

70% x 46,000 ASF = 32,200 ASF

Any variation between 50% and 70% would reflect the extent of the functions and services provided by the print area for the college.

GUIDELINES FOR NON-PRINT AREAS

GUIDELINES FOR NON-PRINT MATERIALS AND SERVICE COMPONENT:

Nonprint services are in transition and increasing in importance. The functions traditionally associated with audiovisual, TV, and related activities overlap into the print and the related instructional services functions. The lines of demarcation are no longer definite and the patterns of development in California community colleges suggest the future integration of print, nonprint, and related instructional services.

Initial Nonprint Increment

The Guidelines Committee of LRACCC and the Advisory Ad Hoc Group appointed by the Office of Facility Planning and Utilization, Chancellor's Office, California Community Colleges agreed that the initial nonprint increment for any college, regardless of size, should be 5,000 ASF.

Additional Increment Consideration

Basic services are anticipated to remain similar as developed for the initial unit. The addition of more students would generally require more overall space, but less space per student. The amount of space per student will continue to decrease as college size increases, but it is possible to improve the quantity and quality of services offered. The scope and the mix of services offered are dependent on educational judgment factors and cannot be specified in detail without reference to a specific program.

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Colleges in isolated areas will not necessarily provide the same services available as may be found in urban areas or in multi-college districts. Educational planning adjustments must be considered. Facilities should be provided, however, for not less than the minimum recommended in these guidelines.

Suggested Apportionment (Initial Increment)

Table 2 and Graph 2 provide tabular and illustrative information outlining the needs for an initial non-print unit.

It is to be noted that a major portion of the space (58%) is for production. The space shift differs slightly from the recommendation initially published in Guidelines for a Non-Print Materials Core in a Learning Resources Program in September of 1973.

Housing, maintenance of equipment, work and service areas and public services require about two-fifths of the total amount of space suggested for this non-print area. Even with space proportions as outlined, if there is future growth, the expansion will first be needed in the production area.

Flexibility and multiple use of space are prime factors which should be emphasized in the non-print unit. Movable and rolling equipment should be specified. Fixed walls and built-in equipment are to be discouraged. The production area should be carefully designed for future expansion.

It is expected that there will be a balance made among the serices offered and that service specialties will be avoided. The priority ranking among the available non-print services are college level decisions and should be based on needed educational considerations for each institution.

TABLE 2

5000 ASF
INITIAL INCREMENT
SUGGESTED APPORTIONMENT

Functions	ASF Percent
Production & Technical Services Technical Support Services Graphic Support Services Audio Support Services Photographic Support Services ITV Services Special Support Services	58%
Housing (storage), including Distribution Materials Equipment (fixed & circulating) TV Distribution Systems	20%
Maintenance of Equipment Maintenance, Design & Installation Repair of AV Equipment Cleaning and Regular Services	10%
Work Area	6%
Public Services Circulation and Reference Bibliographic Research	6%
User Stations Instructional Development	Distribute within above categories to best fit functional needs.
	TOTAL . . 100%

Offices, classrooms, restrooms, etc., not charged to assignable square footage of learning resources center to be in excess of 100%.

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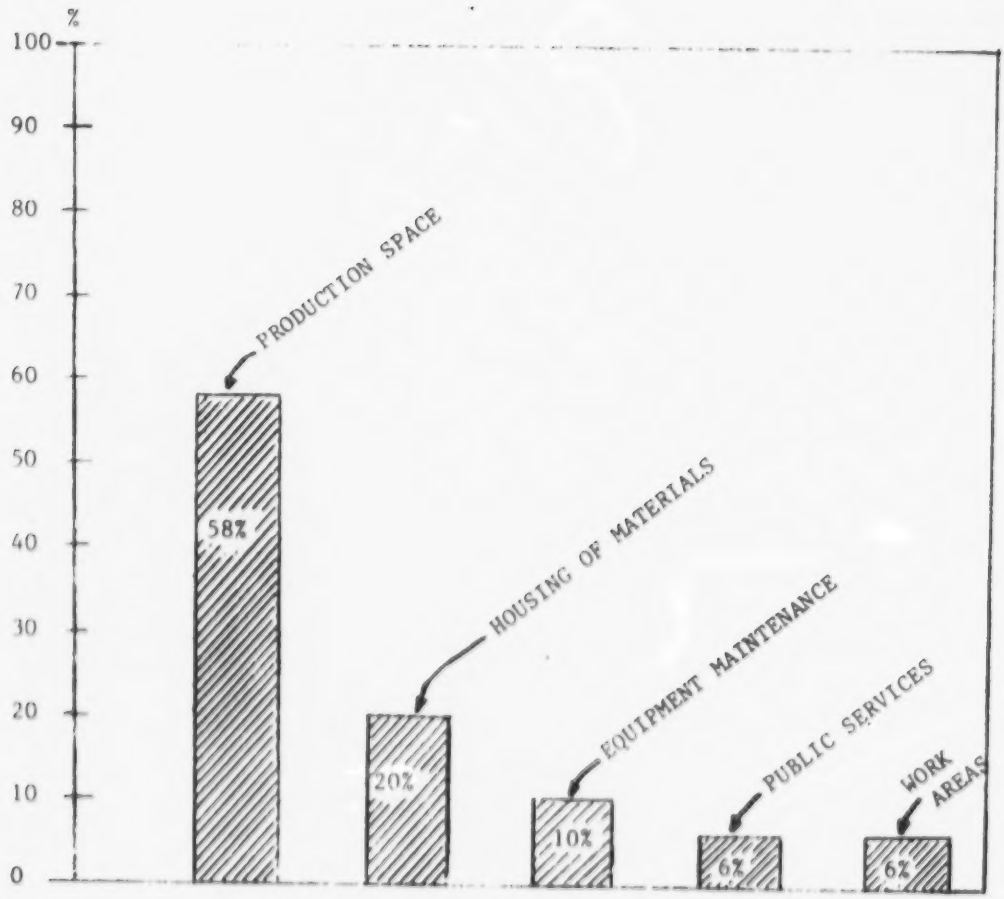

GRAPH 2

PROPORTIONAL SPACE RELATIONSHIPS FOR A MINIMAL NONPRINT SECTION OF A LEARNING RESOURCES CENTER

(INITIAL SPACE INCREMENT)

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Suggested Apportionment (Large College)

Table 3 provides an outline to be used as a guide when planning a large college. There are changes made that differ from the initial college increment data. Production would change from 58% to 49%, housing from 20% to 25% and public services from 6% to 10%. A larger, better equipped unit could have the necessary services, but because of serving a large number of students, the presumption is made that it could be more efficient. Volume of storage would be more extensive and the number of persons needing public services would be greater than in a small college. Table 3 provides the tabular detail for a large college. Graph 3 illustrates the proportional space relationships for the various components making up the nonprint section.

It is anticipated there will be overlapping functions. Compartmentalization should be minimal, even in a large unit. Multiple usage of facilities and scheduling of space available adds to more flexible applications at larger colleges. The apportionments in Table 3 are not design standards, but guidelines for stimulating better planning, variable schedules, and multiple use. The most efficient non-print section is yet to be built. These guidelines are given as an encouragement for non-print section improvement.

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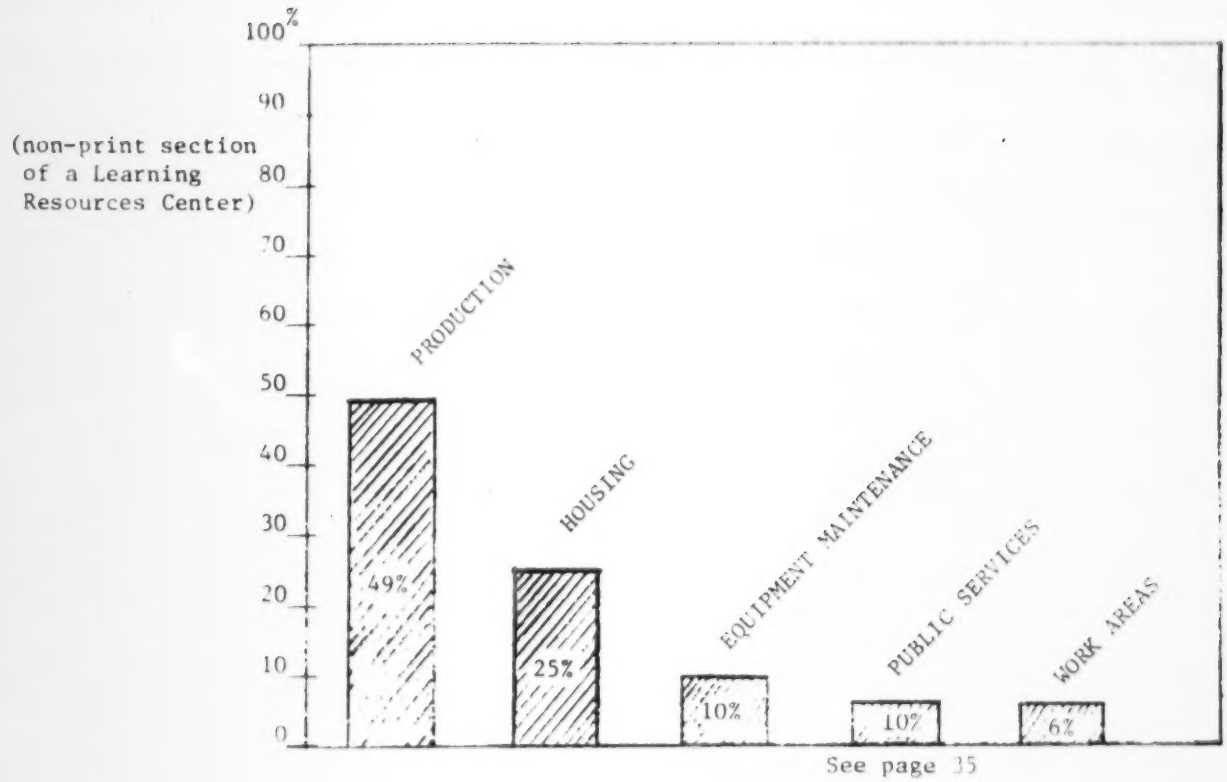
TABLE 3

SUGGESTED APPORTIONMENT
(Large Colleges)
(9,000 DGS)

Functions	ASF Percent
Production & Technical Services Technical Support Services Graphic Support Services Audio Support Services Photographic Support Services ITV Services Special Support Services	49%
Housing (storage), including Distribution Materials Equipment (fixed & circulating) TV Distribution Systems	25%
Maintenance of Equipment Maintenance, Design & Installation Repair of AV Equipment Cleaning and Regular Services	10%
Work Area	6%
Public Services Circulation and Reference Bibliographic Research	10%
User Stations Instructional Development (*Reprographics)	Distribute within above categories to best fit functional needs.
	TOTAL. . 100%

Offices, classrooms, restrooms, etc., not charged to assignable square footage of learning resources center to be in excess of 100%.

* Reprographics ASF to be figured over and above 100%.



See page 35

GRAPH 3

PROPORTIONAL SPACE RELATIONSHIPS FOR 9,000 DAY-GRADED STUDENTS NONPRINT SECTION OF A LEARNING RESOURCES CENTER

(LARGE COMMUNITY COLLEGE)

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GUIDELINES FOR RELATED INSTRUCTIONAL SERVICES

Component: The term "related instructional services (RIS)" for Learning Resources Centers is a relatively new term. The term has different connotations for different people, even among professional personnel directly associated with the development of Learning Resources Centers. The areas within related instructional services are described by phraseology such as "study skills centers", "learning laboratory", "instructional assistance center", "career center", "remedial and/or developmental laboratory" and many others. The basic concept, however, is to provide individualized instruction.

Related Instructional Services Concept: The services are usually designed to maximize individual study opportunities. They may supplement subject matter instruction; give students an alternative mode for individual study; strengthen the quality of the learning experience; and provide instructional support for the classroom. The services are available irrespective of whether or not students are enrolled in subject matter related classes. A wide variety of equipment and materials implement the numerous modes or methods of instruction. Single-concept films, individual listening stations, language tapes, computer terminals, speed reading tools are only a few of the devices incorporated in the individualized learning process. Human resources are equally important. Tutorial services are extremely important in a broad range of subject matter.

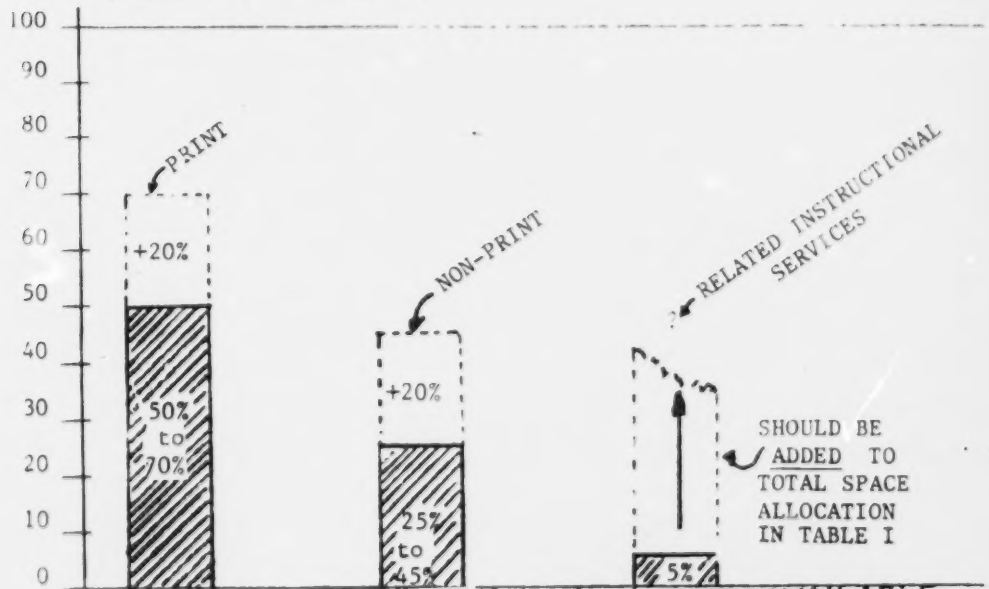
When learning assistance is subject-oriented or discipline-oriented, directed by regular class instructors and designed to supplement class assignments with unit credit, it is not classified as "related instructional service" but rather a "special class laboratory." The physical space facilities for a "special class laboratory" is not included in the assignable square footage of the learning resources center. Such a "special class laboratory" is referred to under the room number category as 220 as explained under "standard room use categories" in Chapter 1. The "reading laboratory" is an example of such.

Program Analysis: In order to separate the functions of the "special class laboratory" and those of "related instructional services" provided within the learning resources center, a careful analysis of the college program is necessary. A study of the list of functions of this component provided in Chapter I will assist in this process. It should be noted that functions vary from institution to institution depending upon the needs of the students and the instructional techniques of the faculty as well as the philosophy of the college. Functions in addition to those listed in Chapter I may logically fall within related instructional services on a particular campus and may be justified in the assignable square footage allocation to this component.

Percentage of Allocation of Assignable Square Footage in Relation to Total Learning Resources Center: Table I provides an invariable 5% assignable square footage (in relation to the total assignable square footage of the Learning Resources Center) for related instructional services. Graph I indicates that the pattern for existing community college Learning Resources Center needs far more than the 5% for related instructional services. It is therefore suggested that when this is the case, additional assignable square footage be added over and above the 5% in proportion to the requirements of the program of the college. This may be shown graphically as follows:

GRAPH 4

Sq. footage needed for related instructional services in excess of 5% of the total ASF to be added to the total ASF, Table I.



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III. APPLICATION OF THE GUIDELINES

The guidelines provide flexibility in planning to accommodate a variety of academic programs on community college campuses. Careful self analysis and appraisal of each individual college is therefore required. The written objectives of the educational program of the college are basic in justifying the scope of the learning resources program.

Various self appraisal instruments or techniques may be used.

Techniques and Self Appraisal Instruments for the Evaluation Process: Each college will determine the methods for self evaluation in a manner best suited to its needs. A task force comprised of personnel immediately concerned with instructional and learning needs of the college may be of assistance in the study. A self appraisal instrument such as the *Learning Resources Association Assessment Packet may be ordered from Dr. Donald G. Kirkorian, c/o Solano Community College, P. O. Box 246, Suisun City, California 94585.

The outcome of the study should determine the number of components needed for the learning resources center, i.e., all three components (print, nonprint and related instructional services) or only one or two of the components. Table I will assist in the allocation of assignable square footage for each of the components according to the day-graded enrollment of the campus. Whatever figure is projected must be justifiable in accordance with the defined program and its functions.

As pointed out in Chapter I, the components will vary according to the emphasis placed upon the functions. The print area may vary from 50% to 70% of the total assignable square footage;

* Learning Resources Association of California Community Colleges

the non print area may vary from 25% to 45%; the related instructional services may remain at 5% of the total assignable square footage. However, if the needs for the latter component exceed the 5% figure, then additional square footage must be figured over and above that provided in Table I.

APPENDIX A: A BACKGROUND PERSPECTIVE

Early Beginnings

Standards were accepted as early as 1930 when the Junior College Libraries Round Table of the American Library Association published its "Measuring Stick."[1] For thirty years these standards were adjusted and updated and in 1960 the Association of College and Research Libraries accepted and published its latest, "Standards for Junior College Libraries."[2] In 1963 the Junior College Libraries Round Table of the California Library Association voted to accept them.

As is true of any qualitative statement, clarification and projection by means of guidelines and quantitative formulas are desirable. Both guidelines and quantitative standards need to be closely examined and tested before they can be accepted for general use. Although we recognize that quantification without qualitative support is dangerous, we also are aware that qualification without quantification makes the standards difficult to achieve.

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[1] Eleanor M. Homer, "A Junior College 'Measuring Stick'", American Library Association Bulletin, XXIV (August, 1930), 296-7.

[2] American Library Association. Association of College and Research Libraries. Committee on Standards, "Standards for Junior College Libraries," College and Research Libraries, XXI (May 1960).

In 1969 the study by the Standards Committee, Junior College Libraries Round Table, California Library Association, culminated in the recommendation by the California Junior College Association that the standards which had been developed be used as suggested guidelines for California Community Colleges.

The application of the suggested guidelines for the most part appeared to be very realistic. Reports from institutions statewide indicated that their application was compatible with the needs of the community college libraries.

The early 1970's placed new emphasis upon library services, namely, the total Learning Resources Center. This emphasis not only took into account the interrelationship of the print materials with the nonprint materials, but also human resources underlying the related instructional services requested by and for students. New emphasis was placed upon the development of student abilities at entering levels of accomplishment, resulting in programmed instruction, and independent study.

The Standards Committee of the Community College Librarians Chapter of the California Library Association expanded the committee to include representation of the nonprint areas as represented by the media associations in California, Community College Media Association (CCMA), Community College Media Association, Northern California (CCMA-NC), and the California Association of Educational Media & Technology (CAEMAT).

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In 1974 this committee combined with the Standards Committee of the Learning Resources Association, California Community Colleges, (LRACCC) which not only included representatives from the above-mentioned organizations, but also included the California Association of School Librarians (CASL), the Western Educational Society for Telecommunications, (WEST) the California Community Colleges Library Cooperative, the Chancellor's Office, and the California Postsecondary Education Commission.

In the meantime, the qualitative standards, "Guidelines for Two-Year College Learning Resources Programs,"[3] had been completed by the American Library Association (Association of College & Research Libraries), American Association of Community and Junior Colleges, and the Association of Educational Communications and Technology. In 1972, those guidelines were accepted as the qualitative standards basic to the quantitative formulae herein developed.

The Calif. Postsecondary Educ. Commission (CPEC), an outgrowth of the former Coordinating Council for Higher Education, conducted a survey of California Community College libraries in 1973. The CPEC data on libraries developed from a statewide questionnaire have been found to be consistent generally with other studies made in the Chancellor's Office. Information was obtained from enrollment data, Ten-Year Construction Plans, special studies and data obtained from advisory committees. A number of verifications on library space usage have been made of community college data. The present proposed CPEC guidelines for library space are slightly above former Coordinating Council for Higher Education (CCHE) standards published in 1966 by about five to six percent.

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3 "Guidelines for Two-Year College Learning Resources Programs", College & Research Libraries News, XXXIII (December 1972), 305-15.

The outcome was the publishing of a report entitled "Standards for Community College Library Facilities."[4] The CPEC report was limited to the library; that is, the print component of the learning resource center. The commission changed the word "standards" to guidelines and made the following recommendations:

(1) utilization of the day-graded student measure
(2) cooperation with the Chancellor's Office of the California Community Colleges and the LRACCC in establishing staffing formulas, and
(3) review of the utilization of library resources and reader stations

There has been close cooperation between the representatives from LRACCC, CPEC, and the Chancellor's Office, California Community Colleges.

Throughout the study Dr. J. Milton Beck, Specialist in Faciliites Planning and Utilization, Chancellor's Office, California Community Colleges, gathered and compiled statistical data. Using day-graded enrollment for Spring, 1975, he made a detailed analysis of the amount of space reportedly used by Community College libraries. Table A shows assignable square feet in relationship to day-graded student enrollment. Percentage relationships are shown for the three components of a learning resources center, (print, non-print and related instructional services).

4
Calif. Postsecondary Educ. Commission, Standards for Community College Library Facilities (Commission Report 74-2). Sacramento, September, 1974.

TABLE A

LEARNING RESOURCES CENTERS GUIDELINES FOR CALIFORNIA COMMUNITY COLLEGES EXPRESSED IN ASSIGNABLE SQUARE FEET (ASF) AND COMPUTED ON THE BASIS OF DAY GRADED STUDENTS (DGS) FOR PRINT, NONPRINT AND RELATED INSTRUCTIONAL SERVICES FOR VARIOUS SIZE COLLEGES QUALIFYING FOR STATE SUPPORT

Number of DGS in College	Print			Nonprint			Related Instrctnl Services			ASF per DGS for LRC	Total LRC ASF
	ASF per DGS	%	ASF in College	ASF per DGS	%	ASF in College	ASF per DGS	%	ASF in College		
1	2		3	4		5	6		7	8	9
				Miminum Support							
1,000	7.5	57	PRINT ASF MUST BE DETERMINED FROM EDUCATIONAL PROGRAM	5.0	38	NONPRINT ASF MUST BE DETERMINED FROM EDUCATIONAL PROGRAM	.7	5	SPECIAL SERVICES ASF MUST BE DETERMINED FROM EDUCATIONAL PROGRAM	13.2	TOTAL ASF MUST BE DETERMINED FROM EDUCATIONAL PROGRAM
1,500	6.45	56		4.42	37		.58	5		11.45	
2,000	5.4	55		3.84	39		.49	5		9.73	
2,500	5.05	57		3.26	37		.44	5		8.75	
3,000	4.7	60		2.68	34		.39	5		7.77	
3,500	4.6	61		2.53	34		.38	5		7.51	
4,000	4.5	62		2.39	33		.36	5		7.25	
4,500	4.25	62		2.25	33		.34	-5		6.84	
5,000	4.0	62		2.11	33		.32	-5		6.43	
5,500	3.97	64		1.97	32		.31	-5		6.25	
6,000	3.94	65		1.83	30		.30	-5		6.07	
6,500	3.91	65		1.76	29		.30	5		5.97	
7,000	3.88	66		1.68	29		.29	-5		5.85	
7,500	3.85	67		1.61	28		.29	5		5.75	
8,000	3.82	68		1.53	27		.28	-5		5.63	
8,500	3.79	69		1.46	26		.28	5		5.53	
9,000	3.76	69		1.39	26		.27	-5		5.42	
9,500	3.73	70		1.34	25		.27	5		5.34	
10,000	3.7	70+		1.28	24		.26	-5		5.24	

The 10,000 DGS guidelines will serve all colleges exceeding that number.

JMB:DD:cv
March 8, 1975 (revised)
May 27, 1975 Percentages added.

Prepared by Office of Facilities Planning and Utilization, Chancellor's Office, California Community Colleges

For a day-graded enrollment of 10,000, 70% of space was allocated to the print area. In August, 1974, Graph A was compiled which shows the comparison of assignable square feet per day-graded student in California Community College libraries for Fall of 1973 with the seventieth percentile recommended by the California Postsecondary Education Commission. As shown in the Graph, decreasing curvilinear relationship between the size of the library and and the size of the college was found to exist.

The preparation for the Facilities Guidelines (1978) have been under study since 1966, but more intensively since 1972. The First Draft of the Suggested Guidelines for Learning Resources Centers for California Community Colleges was completed in September of 1974. Guidelines for a non-print Materials Core in a Learning Resources Program was made available to the colleges in September of 1973. During this same period, the Learning Resources Association of California Community Colleges (LRACCC) Guidelines Committee (formerly Standards Committee) has held regular meetings to study, review, evaluate and make recommendations. The Ad Hoc Committee of the Chancellor's Office met occasionally to evaluate guidelines drafts.

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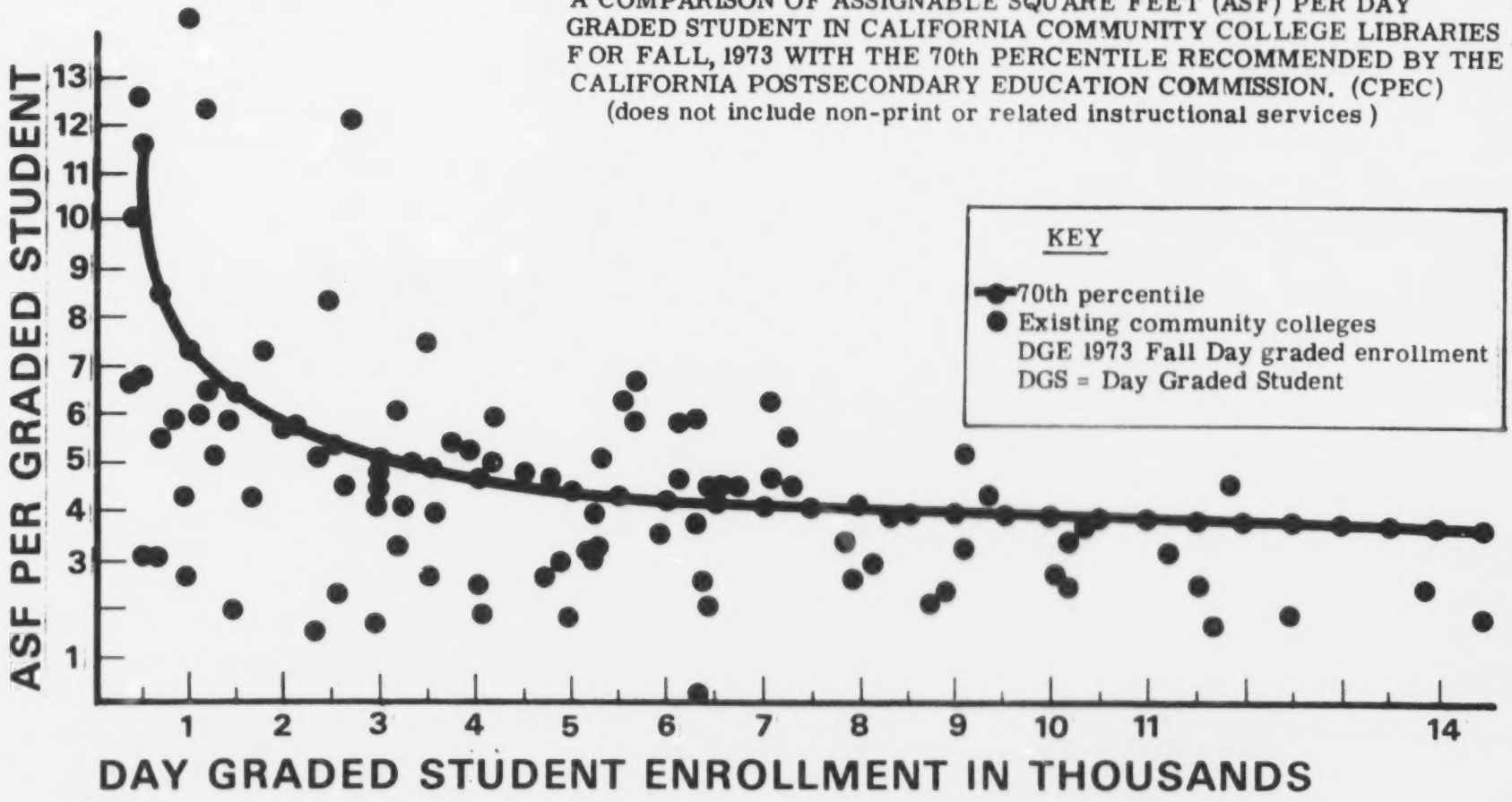
GRAPH A

A COMPARISON OF ASSIGNABLE SQUARE FEET (ASF) PER DAY GRADED STUDENT IN CALIFORNIA COMMUNITY COLLEGE LIBRARIES FOR FALL, 1973 WITH THE 70th PERCENTILE RECOMMENDED BY THE CALIFORNIA POSTSECONDARY EDUCATION COMMISSION. (CPEC)
(does not include non-print or related instructional services)



Prepared by Office of Facilities Planning
California Community Colleges Chancellor's Office

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CALIFORNIA COMMUNITY COLLEGES

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